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tools, basting, hemming, plain machine stitching, over-casting, over-seaming, running, back-stitching, half back-stitching, plain fell, French fell, gathering, darning, patching, button-hole making, gusset-making, feather-stitch, hem-stitch.

Embroidery stitches: Cross stitch, split stitch, outline stitch, button-hole stitch, rope-stitch, French knot, chain stitch, herring-bone stitch, satin stitch, darning, embroidery stitch, couching.

BOOKS FOR REFERENCE.

Textiles: *Textile Chemistry*, J. Merritt Matthews, Philadelphia Textile School; *Woolen and Worsted Cloth Manufacture*, Roberts Beaumont; *Mechanism of Weaving*, T. W. Fox; *Elements of Cotton Spinning*, Morris & Wilkinson; *Cotton Weaving*, Richard Marsden; *Weaving*, Posselt; *Cotton Spinning*, Nasmyth; *Cotton Spinning*, Taggart; *Cotton Spinning*, Brooks; United States Government Bulletin, No. 33, *The Cotton Plant*; United States Government Reports on *Useful Fibres*; *Flax*, Peter

Sharpe; *Silk*, Jonathan Ruegg; *Instruction Book in the Art of Silk Culture*, Women's Silk Culture Association of United States; *Silk and Silk Dyeing*, Hurst; *Structure of Wood Fibre*, Bowman; *Embroidery*, N. G. Paulson Townsend; *Textile Dyeing*, Berlin Aniline Works, Philadelphia; *The Textile Industries*, William R. Bagnall; *Dyeing of Textile Fabrics*, Hummell.

Reports of United States commissioners to the Paris Exposition, 1878, Vols. I. and III.; Smithsonian Report, No. 6; *Oriental Carpets*, Royal Museum, Austria.

History: *Primitive Culture*, Tylor; *Early History of Man*, Tylor; *Man before Metals*, Joly; *Great Ages of Mankind, Woman's Share in Primitive Culture*, C. T. Mason; *Lake Dwellings of Switzerland and Other Parts of Europe*, Keeler; *Encyclopedia Britannica*, Textiles, Tapestry, Weaving Rugs.

NOTE.—The syllabus of Miss Mitchell's work in color and design in Textile Fabrics will be found under the Department of Art.

Kindergarten Round Tables

Anne E. Allen

These round tables will be divided into two sections, one for the discussion of the work with the children as observed in the morning kindergarten ; the other for the playing of games in order to discuss, if possible, the best plays for little children. Under the first section, such headings as the following may be suggestive in leading to the most helpful discussion:

1. Social value of such plays and games as have been observed.
2. Whether value is direct or indirect; vital or otherwise.
3. Effect upon character of such work.
4. Has it an end worth striving for?
5. Free plays vs. prescribed plays.
6. Disciplinary value of games.

7. Question reasons for order of occupations, form of presentation, and educative value.

8. Shall we follow the interests of children, and, if so, how far? Should we ever follow their whims?

9. Shall we study the development of the children themselves or the logical sequence in presentation of the materials used?

10. Question program as a whole.

In the second section games will be played and criticised from the standpoint of their pedagogical usefulness:

- a. Romping games.
- b. Unrelated kindergarten circle games.
- c. Sense games.
- d. Pantomime.
- e. Gymnastic games and rhythmic movements.
- f. Games involving dramatic expression.